Daily Lesson Plan

Previous Known Knowledge/Pre-Assessment

I will be assessing previous known knowledge by formulating a student focused discussion at the beginning and end of class. Before I assign any assignment related to this material. I will also be assessing their knowledge of the material. The class will not be graded on the metaphor poster assignment it will be for completion points.

Topic: Cells/organelles **Course:** Biology Grade Level: 11th Date: February 27, 2015

Teacher/Student Guide

I will be lecturing the students with the aid of a PowerPoint. The students will be taking notes in preparation for the unit exam over the characteristics of cell organelles and the differences between plant and animal cells. I will also be expecting students to understand how to create their own metaphors and metaphor posters. They will be identifying the cell organelles and using the metaphors to aid them. They should also be able to identify varying cell organelles and functions.

Standards Addressed

MS-LS1-2 Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.

Overview

By the end of this lesson, the students will be able to distinguish between the organelles of plant and animal cells. Students should also be able to accurately term what both of these are and they should be able to define general characteristics of each organelle. Students will formulate a metaphor that will help them remember these traits. Students should also be able to define varying cell organelles.

Outcomes-Methods

Students will be able to compare and contrast between animal and plant cells. They will also be able to identify and accurately describe various cell organelles and functions. The goal is that students become very efficient in these subjects. If this is the case they will be able to excel on the quiz and their metaphor posters. If the students come back with a high fail rate I will look at my method and consider student feedback and more in class practice. Students will then be able to not only remember but learn new important facts about cell structure and biology. The metaphor poster will be a completion assignment.

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Instruction (Notes, Review, Participation)

I will be assessing knowledge known by students through the comparison of cell organelles to a mall. I will be assessing the students’ knowledge of animal and plant cell structure and cell organelle and functions. After the assessment, I will be discussing the topic and what I expect the students to learn for this chapter. I will be giving the students a few introductory questions about cell structure and the importance in science. The students will prepare their own metaphor poster that will assist them in studying for the chapter test.

Accommodations (Homework, parents, athletics)

Students with an IEP that have troubles reading will be required to look for photos as well as the videos to assist with their understanding of cell organelles and functions. The students who have problems reading will not be required to complete all four metaphors, but they will be required to complete the poster to the best of their abilities. Students with an IEP will also be able to complete the assignment during our question and answer period at the beginning of class the next day.

# Daily Lesson Plan Cont.

Reflection

I will be providing a reflection on the knowledge gained during and after the lesson was completed. I will be talking about what went right, what problems I encountered and what I will adjust if I had the opportunity to reteach the lesson again.

Duration

I will record the amount of time needed to complete this lesson in this area.

Teaching input modeling and understanding.

I will provide the information that the students need to gain knowledge of the skill lecture, video and pictures. I will be providing examples of what is expected for the end product of work. I will then be checking for understanding at the end to make sure students “got it” before moving on. If the skill is not understood I will plan to reteach the concept/skill.

Anticipatory Set

I am going to gain the students attention through a question and answer discussion with the class about previous known knowledge. The goal is to focus student attention on the lesson and to create an organizing framework of ideas and to gain a better understanding of the students known knowledge. I will gain their attention by my metaphor use and combination of pictures.